82 - THE WORK OF PROFESSOR OF PHYSICAL EDUCATION TO STUDENTS WITH DISABILITIES IN A SCHOOL OF THE STATE EDUCATION SYSTEM FROM JOINVILLE

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INTRODUCCION

The inclusion movement initiated in the mid-80s, aimed at providing regular education quality education for those who until that moment were served by special education, causing significant changes, in the mode of conducting the Physical Education (PE) school. Face of this movement became important that school PE contemplated in their curricula activities that also attend to the needs and characteristics of students with disabilities or special educational needs.

Past 30 years, it may be said, especially for data that are presented by the research of David Rodrigues, in your search “Dez ideias (mal) feitas sobre a Educação Inclusiva”, (2006, web) that there is a distance between, the orientations presented by inclusion policies and practice developed in basic education. Rodrigues (2006, web) asserts that “Inclusive Education has thus become a controversial field for several reasons.” One of the principal is undoubtedly the contradiction between the letter of the law and the practice of schools. The inclusion discourse or “ideology of inclusion.”

The relevance of this research lies in the fact that assist in understanding the process of inclusion of students with disabilities in Physical Education classes, thus targeting to reinforce the importance of this discipline in the inclusion of students with disabilities and the teacher's role in this process.

In front the above, the research aimed to examine if the work teacher of Physical Education class do favors the inclusion of students with disabilities in school of the state education system in Joinville city.

As specific objectives it was intended to appoint, how the Physical Education teacher includes in its planning activities for the inclusion of students with disabilities; identify the strategies used by the Physical Education teacher, during class, for the inclusion of students with disabilities and observe, how it develops the participation of disabled students in physical education classes.

The 80's was marked by the creation of the International Year of Disabled Persons (1981), by the United Nations indicates the need for investments in initial and continuing formation of teachers, who would teaches in special education in regular schools. This year began the publication of the first studies about Physical Education and sports for people with disabilities (1981 and 1982).

In 1984, the Ministry of Education and Culture (MEC), between the different priorities of the areas of activity was to develop the Physical Education programs for people with disabilities, which influenced in a formal inclusion of Physical Education and sport for people with disabilities in educational planning of basic education.

Landmarks, which can be considered as the beginning of professional training in Physical Education area is the 1987 year, with the publication of the Minimum Curriculum of Physical Education and Resolution no. 3/87 of the Federal Board of Education, which addresses the restructuring of graduate courses at Physical Education. In its paragraph IV of Article VI, this resolution provides for the performance of the Physical Education teacher with people with special needs, guiding courses to include in their curricula a course capable of supporting academics to this action. According to Mauerbergue-deCastro (2005, p.49):

> The 80's were marked by preoccupation with formation, especially because of the International Year of Disabled Persons. The Ministry of Education and Culture published in 1981 the book Physical Activity handicapped and another in 1982 for outstanding physical education.

Within this context, relating the practice of the disabled person is worth noting that only after 90th years of school Physical Education started receiving these students in their classes, in view of the model of inclusive education which now includes all levels of education.

The progress of the movement to include people with disabilities, turned the last twenty years, a way to drive the Physical Education in the school context, resulting in a change in the Physical Education and ruled for diversity.

When it comes to the process of inclusion in mainstream education, with regard to the work of teaching physical education, several questions arise from these and the desire to meet the propositions of this movement, it is not enough that students with disabilities often teaching regular, or is present in the space where classes take place, observing the activities that others are doing. The challenge is that, it provides an education in which the student may be subject participating in the teaching-learning process and thus develops as the others, even if this development occurs in a manner different rate.

Some factors have been identified as essential for the development of inclusive education in regular schools, in this perspective, Rodrigues (2011), a scholar of the inclusion of students with disabilities in regular physical education classes, presents some factors that are fundamental for him in this process: the catalysts of this change and how this change agents will be managed and planned.

When commenting on the first factor, the author turns to the work and the teacher's role, for him "the teaching profession is far more complex and global; in fact; it is to handle the management of a curriculum, which involves a multiplicity of options and possibilities." (RODRIGUES e LIMA-RODRIGUES, 2011, p.43)

The experience acquired by the teacher, both in the initial and continuing formation are fundamental so that it can develop competencies, that will give them conditions to surpass the challenges that arise in teaching based on and for diversity. However, breaking with the traditional teaching requires investments, that go beyond technical knowledge, it is important also that the teacher will be able to elaborate actions that go from planning to practical interventions that promote the inclusion of students with disabilities. So, investing in a flexible curriculum with less restrictive practices, caused by the use of competition, and accessible methodologies enable the development of a plan directed to the characteristics and needs of students.

Another important aspect, as potentiator of this process, cited by Rodrigues (2011), is the collective work. For the teacher to develop a quality education, as is clear in the current educational policies, the school needs to become a space that respects, appreciates and recognizes diversity. In other words, inclusion is the responsibility of all teachers, coordination, direction, students, parents, keepers, school cooks, finally, all subjects that act in different school environments, since all are subject pertaining to a company where the inclusion crafted and often started at school, can be or not.

The tradition of thought which sees the teacher as the sole "owner" of knowledge has changed in recent decades, to the extent that other knowledge have been recognized as important in the development of the student, from this perspective began to be a student at this valuation process, considering that the knowledge that this brings with will influence the teaching-learning process.

It is understandable that learning is characterized by a dynamic process built in student-teacher relationship, which will lead to a significant result of knowledge. To this are necessary significant experiences, where the teacher arouses the curiosity of the student.

And when it comes to the teaching-learning process of the student with disabilities, the teacher should have your look beyond the limitation that the student presents, trying seeing their potential and abilities as well as what motivates giving interact with the conditions of this group.

The school and the work of the Physical Education teacher regarding interventions aimed at inclusive education needs, considering the above, advance the search for a less exclusionary Physical Educator with methodologies grounded in cooperatives, with activities that enable the participation of all students regardless of their level of psychomotor development and motor conditions, thus providing opportunities for students to discover their potential and not the opposite-emphasizing the difficulties.

METHODOLOGICAL TRAJECTORY

From the foregoing we will present the methodological approach in order to answer the following question: how the Physical Education teacher collaborates with the process of inclusion of students with disabilities in regular education?

For realization of this study, a descriptive field research, case study type, a qualitative analysis was performed. The participants were three Physical Education teachers a School of the State Education system of Joinville/SC, working with students who have disabilities.

As the instruments were adapted questionnaire used for Marques (2000), and direct observation of twenty lessons, these eight classes, were used as recognition and adaptation of students to the presence of the researcher, the other classes were registered in a field diary. Other source of data was the reading of the lesson plans prepared by teachers.

Teachers answered a questionnaire with open and closed questions, which comprised three categories of analysis defined a priori. The first was intended to obtain information relevant data for identification of teachers. The second category was returning to the initial and continuing qualification of the teachers, and the third category referred to the experience of teachers with students with disabilities.

The information obtained from the questionnaire and the records of field diaries were analyzed using content analysis. According Franco (2008, p.12) "The starting point of Content Analysis is the message, whether verbal (oral or written), gestural, silently, figurative, documentary or directly caused."

From the responses obtained, through the questionnaire and analysis of these observations of the twenty classes, between the months of May and June were held.

The observation of classes with students occurred with initial series and the final elementary school (ES) and High School students (HS), in the afternoon. They understand the age group 7-22 years, having different characteristics with respect to their disability. By having a diversity of age and singularities, requires teachers of different interventions. The institution assists nearly 1127 students, with aged 6-17 years, with 541 registered in ES and HS in a total of 586 students divided into three shifts at morning, afternoon and night.

WHAT THEY SAY THE COLLECTED DATA?

To maintain the anonymity of the research subjects they will be represented here as P1, P2 and P3. Starting by data identification follow the information obtained through the questionnaire.

Subject denominated P1 has 46 years, teaches for 21 years and is teaching at the school for 14 years. The P2 has 41 years, and has taught for 17 years at the school for 16 years. The subject P3 has 35 years, 9 years and teaches at the school researched worked for two years. Observe that, P1 and P2 act in teaching as well as working longer in school researched when compared to P3 subject.

With respect to the initial and continuing education, one of the categories analyzed, the three teachers mentioned having completed the course of Licentiate in Physical Education. Since P1 graduated in 1988, from the Faculty of Physical Education from Jacarezinho (PR), P2 in 1998, the University of the Region of Joinville (SC), and the P3 completed its initial formation in 2005, the State University of Maringa (PR).

From the 80's there was a preoccupation with focused teacher education, “Education for All”, and in this particular case to inclusive physical education. Thus, certain courses curriculum of graduate, began offering since the 90's, contents related to working with persons with disabilities in disciplines such Adapted Physical Education, Special Physical Education, Physical Education for Persons with Disabilities. (RIBEIRO, 2009)

When teachers were asked if they had had some discipline on your graduation related to Inclusive Education and Special Education, P1 said he had not received such formation, as a P2 and P3 said yes. According FILIPE, (2013, web) "Studies report that teachers who received this formation are more favorable in their attitudes towards inclusion."

When these teachers were asked, how they were to previous experiences with students with disabilities or special needs, the three teachers wrote they encountered difficulties in including these students in their classes. This data reinforce the content of the above quote, because even if, two teachers have had access to initial training courses, with content focused on this issue, these practices were not sufficient for the work to be deployed with security and tranquility.

When asked if they serve any students with disabilities the three said yes. Currently are served by teachers, eleven students with disabilities or special needs. P1 teaches to Davi (Attention Deficit Hyperactivity Disorder - ADHD) and Eva (Global Development Disorder - GDD), both with 7 years old, students from do 2nd year of EF. P2 teaches to Brain, 9 years old (Down Syndrome). Carlos, 9 years old (Hearing Impairment), Rui, 12 years old (Autism), to José, 8 years old (Down Syndrome), to Ana, 7 years old (Cerebral Palsy) all students the initial series of ES and Mário, 22 years old (Cerebral palsy) student from HS. P3 teaches to Lucia, 12 years old (Down Syndrome), to Ricardo, 11 years old (ADHD) and Rute, 12 years old (Intellectual Disability) both initial series students from ES.

In what refers to the continuous training three teachers mentioned having done post-graduate courses, with teachers P1 and P2 postgraduate degrees in the field of interdisciplinarity, and the P3 teacher in the area of Physical Activity and Health.

In the matter referred to the continuing education in the area of inclusive education for people with disabilities, P1 did not answer about this question. P2 and P3 teachers stated that already held training courses in this area. Delors (1999, apud VEGA, 2002, p. 24) suggests that continuing education should "[...] be seen as a continuous construction of the human person, of

his knowledge and abilities, their skills of discerning and act."

In respect the experience with students with disabilities, contemplated in the third category, the three teachers reported having taught to students with disabilities. The teachers P1 and P2 to be questioned about their experiences with students with disabilities had similar responses when writing that had a lot of difficulty, both in the physical, material and educational space.

To recover how was the process of initial and ongoing training of these teachers is identified that while there by the P2 access to relevant content or the Special Adapted Physical Education, shares the same feelings of P1 that did not have access to this content. This may be related to the fact that more than technical content the teacher needs to find answers on their own practice can meet the challenges that arise in everyday practice.

Rodrigues (2011, p.45) asserts that "it is interesting to note that some of the competencies that were the exclusive domain of Special Education teachers or special schools before," migrated "to schools and regular teachers."

In relation to this P3 teacher mentioned that the challenges he experienced in daily are looked positively, taking it out of their comfort zone, which in his opinion contributes to the education of students with special needs.

The statement of P3, when applied to the subject of other research indicates have a positive feeling in relation to others teachers. Perhaps because of their experience from their initial formation enabled the understanding that the Physical Education from the perspective of Inclusive Education teacher requests a mobilization continues even involving the availability and sensitivity in the conduct of its work for believing that change is possible, in other words, that the student is able to develop. This was identified when P3 was to meet Lúcia and encouraged her to take the class.

When asked about the planning, the three teachers mentioned do not include specific activities for students with disabilities, it can be identified as P1 and P2 responded following the annual plan prepared by them. As for P3 subject, he mentioned do weekly planning, which describes the activities that will be applied weekly.

Compared to the observed data in the classes of teachers identified that P1 and P2 showed difficulties in oportunizar student participation, or even insert them in activities.

In the teacher's classes from P1 with the students Davi, with ADHD and Eva, with GDD, identified that the teacher had not an activity that meets the need of both the moment Davi chose the material with which it wanted to interact without any orientation from P1, while Eva don't participated the class. In P2 classes while all students participated, Mario remained seated watching his colleagues playing “ping-pong” throughout the lesson. With respect the observation made in class the teacher P3 were constant times the teacher turned to Lúcia student to participate in this class, while the class was recreational games he encouraged with ball or arch, but nothing interested her.

The analysis presented suggest difficulties in teaching that can be associated to both the technical knowledge of the teachers, as the levels of experiences for them as well as the availability and sensitivity in the teacher dedicate themselves in developing activities and strategies that contemplate the characteristics and interests of students. This situation is emphasized as follows.

Concerning the strategies and resources used to promote the inclusion of students with disabilities teachers P1 and P2 mentioned that their students within the possibilities participate in the same activities as the other. Reports that P2 does not use different strategy for students with disabilities, their strategy is the same for all students is what sets the limit of each. Thus, the student is that it should fit activities, without any flexibility in the application of, so that they could participate. In other words, the student participates in activities according to their possibilities, which in some cases can strengthen its limitations, leading to exclusion from school. Through our observations we found that there were no adjustments in the activities that were to encourage the participation of both Davi and Eva of the P1 class, how P2 class to Mario and Rui. In these cases it can be said that there is a tendency to overcome integration movement than the inclusion, since for these teachers is that students must adjust to what is working, contrary to what guides inclusive education. The subject describes P3 that uses adaptation of materials, with looking at the attitudes and behaviors of students as the state of motivation for participation. With respect to this teacher can be said that there is a consistent approach to asking for inclusive education. For him the move is appropriate to the students and not the opposite activities are, indicating the possibility of inclusion of these students in the classroom.

We found that their answers were consistent with his actions face Lúcia. According Ribeiro (2009, p.65) "The teacher should be a facilitator, participatory and knowledgeable of the needs and characteristics of their pupils agent. [...] The teacher should not establish what their students have the ability to learn or already know."

When asked about the participation of students with disabilities in Physical Education classes teachers make the following statements. P1 referring to the student with ADHD says that participation is part of this, it depends how it is at the time of class. P2 mentioned that the participation of its students often happens in a partial way and that is not dedicated more to these students because others need your attention. The P3 teacher says there are variations in the activities depending on the characteristics of each student in his opinion the participation of its students is totally, because besides the activities worked for him, there's a movement to make the other students accept the difference naturally.

When they were asked about the support received from the institution, or as the pedagogical guidelines and conditions of spaces, materials and assistive technology offered by the institution, there were differences between teachers. P1 and P2 teachers said they did not receive such supports, and P3 the subject of having the support of the institution with regard to these aspects.

In the study on attitudes toward inclusion of students with special needs in physical education classes, Filipe (2013, p. 604) asserts that “[...] Physical Education to be inclusive, it is important to eliminate architectural and methodological barriers, being a prerequisite for the student to attend regular school with autonomy.”

After linking the information and finish the questionnaire observation of lessons presents the following considerations.

LOOKING FOR FINAL REMARKS

The present study allows the realization of some considerations, we deem it appropriate not take them as final, but only the beginning of a more critical reflection on the subject investigated.

The data reinforce the fact that inclusion depends not only on the work of Physical Education teachers for this to happen.

Inclusion of students with disabilities in classes Physical Education occurs partially, because teachers in addition to their initial training, they need to be an updating through continuing education courses as a subsidy to meet the various challenges that arise in everyday room classroom that has students with disabilities or special needs.

The Physical Educator besides receive qualification, initial or continued, needs receive adequate support and that there might be adding resources in their classes.

This research contributes to providing an understanding of the process of inclusion of students with disabilities in

regular education, is dependent on many factors, however it is essential that the physical education teacher understands that he is a key part in the success of this movement.

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THE WORK OF PROFESSOR OF PHYSICAL EDUCATION TO STUDENTS WITH DISABILITIES IN A SCHOOL OF THE STATE EDUCATION SYSTEM FROM JOINVILLE

ABSTRACT

This article relates to research conducted at school from the state education system of Joinville (SC) and aimed to analyze if the work performed by the Physical Education teacher favors the inclusion of students with disabilities in their classes. For realization of this study, a descriptive field research, case study type, a qualitative analysis was performed. The present study included three physical education teachers, who work in the institution researched. In obtaining the data, as research tools, the adapted questionnaire were used for Marques (2000), direct observation of classes with registers in a field diary and reading of the lesson plans. As a technique for information analysis the obtained was used content analysis (FRANCO, 2008). The data allow us to say that the inclusion of students with disabilities in regular physical education classes occurs partially, in other words, at certain times of the class, as developed activity. The fact that the initial teacher formation don't have access to content that qualification working with students with disabilities, as well as the fragility of continuing education, which lacks such content, collaborate on the evidence of this structure. For teachers, in addition to the update, there is a need for educational support and adequate resources. We understand that these will work for the teacher values the potential of the student and not a limitation for inclusion to happen.

KEYWORDS: Teaching work; Physical Education; Inclusive Education.

LE TRAVAIL DU PROFESSEUR D`EDUCATION PHYSIQUE PRES D`ESTUDIANTS QUI SONT DEFICIENTS DANS UNE ECOLE DU RÉSEAU D'ETAT DE JOINVILLE

RESUMÉ

Cet article se refére a la recherche realidee dans une ecole d'etat d'enseignement de Joinville et a eu comme objectif d'analyser le travail realize par les professeurs d`education physique donne la oportuniteé a l´insertion d`eleves qui son deficients. Dans leur cours pourque lette etude soie effective il fut realise de champ descriptive, de type etude le cas, avel analyse qualitative. Out fait partie de cette recherché trois professours d`education physique que actuent dans l´instituition investiguée. A l´obtention des informations, comme instrument de recherche éte utilise le questionnaire adapté des Marques (2000) observation directe dês cours comme registre e journal de champ, et la lecture plans de cours. Comme technique d`analyse des informations obtenues, a ete utilise, analyse de contenve (FRANCO,2008). Les informptions nous permettent de dire que l`insertion dans les cours d`education physique se fait de maniere parciele ou encore dans certains moments determines des cours. Le fait que la formation iniciale na pas d`opportunitée a l`acces a des contenus que vous capaciterait a travailler avec des etudiant qui sent une deficience dans leur cours, comme la fragilitée de la formation continue en monque de tells contenus, collaborent dans la evidence de ce scenario. Pour les professours en plus de l`actualisattion, ce ne est pas nécessaire, un support pédagogique et recours adequats. Nous comprenons que ces va travailler pour l'enseignant valorise le potentiel de l'étudiant et non une limitation à l'insertion arrive.

MOTS-CLÉS: Travail Docent, Education Physique, Education Incluse.

El TRABAJO DEL MAESTRO DE EDUCACIÓN FÍSICA CON ESTUDIANTES CON DEFICIENCIA EN UNA ESCUELA DE LA RED ESTADUAL DE JOINVILLE.

RESUMEN

Este artigo se refiere a la pesquisa realizada en una escuela de la red estadual de enseño de Joinville-SC y tuvo como objetivo analizar si el trabajo realizado por el Maestro de educación física oportuniza la inclusión de alumnos con deficiencia en sus classes . Para la efectivación deste estudio , fúe realizada una pesquisa descriptiva del tipo estudio de caso con analisis cualitativa. Hicieron parte de la pesquisa tres maestros de educación física que actuan em la institución investigada. En la obtención de los dados, como instrumentos de pesquisa fueron utilizados un cuestionario adaptado de (MARQUES 2000)., observación directa de las classes con registros en diário de campo y la lectura del planeamiento de las classes. Como técnica de analisis de las informaciones obtenidas se utilizó analisis del contenido(FRANCO 2008) los dados nos permiten decir que la inclusión en las classes de educación física ocurren de modo parcial o sea en ciertos momentos de la classe.El facto de la formación inicial no tener que oportunizar el acesso a los contenidos que los capaciten a trabajar con los estudiantes con deficiencias en sus classes. Asi como la fragilidad del cenario de la formación continuada carente de estos contenidos colaboran en la evidencia deste cenario. Para los maestros más allá de la actualización estes mencionan que necessitan recebir

soporte pedagogico , recursos adecuados y principalmente tener un mirar fijo en el potencial del alumno con deficiencia y no su limitación para que ocurra la inclusión.

PALAVRAS LLAVE: Trabajo docente, Educación Física, Educación Inclusiva

TRABALHO DO PROFESSOR DE EDUCAÇÃO FÍSICA JUNTO A ESTUDANTES COM DEFICIÊNCIA EM UMA ESCOLA DA REDE ESTADUAL DE JOINVILLE

RESUMO

Este artigo refere-se a pesquisa realizada em uma escola da rede estadual de ensino de Joinville (SC) e teve como objetivo analisar se o trabalho realizado pelo professor de Educação Física oportuniza a inclusão de alunos com deficiência em suas aulas. Para efetivação deste estudo, foi realizada uma pesquisa de campo descritiva, do tipo estudo de caso, com análise qualitativa. Fizeram parte da pesquisa três professores de Educação Física que atuam na instituição investigada. Na obtenção dos dados, como instrumentos de pesquisa, foram utilizados o questionário adaptado de Marques (2000), observação direta das aulas com registros em diário de campo e a leitura dos planos de aula. Como técnica de análise das informações obtidas utilizou-se análise de conteúdo (FRANCO, 2008). Os dados nos permitem dizer que a inclusão de alunos com deficiência nas aulas de Educação Física ocorre de maneira parcial, ou seja, em determinados momentos da aula, conforme atividade desenvolvida. O fato de a formação inicial do professor não ter oportunizado o acesso a conteúdos que os capacitassem a trabalhar junto a estudantes com deficiências, bem como a fragilidade da formação continuada, que carece de tais conteúdos, colaboram na evidência deste cenário. Para os professores, além da atualização, há a necessidade de suporte pedagógico e recursos adequados. Compreendemos que estes colaborarão para que o professor valorize o potencial do aluno e não sua limitação, para que a inclusão ocorra.

PALAVRAS-CHAVE: Trabalho docente; Educação Física; Educação inclusiva.